

Annual Report

2024



Inspiring a passion for learning

Principal Report 2024

2024 was a year of continued growth and achievement at North Cottesloe Primary School (NCPS). Our commitment to fostering a culture of collective ownership, high expectations, and excellence in teaching and learning has resulted in significant progress across academic, social, and community engagement domains. This report highlights our key achievements, challenges, and aspirations for the future.

School Overview

North Cottesloe Primary School is a high-performing school dedicated to student success and holistic development. Our staff, students, and community work collaboratively to create an environment where every child is supported to achieve their best. Through the 'North Cott Way,' we continue to embed transparency, accountability, and a culture of evidence-based teaching and learning, with student progress and achievement shared regularly and openly with parents and carers.

Key Achievements in 2024

- **Academic Excellence:** Continued improvement in student outcomes, particularly in literacy and numeracy, measured through NAPLAN and internal assessments.
- **Effect Size Growth:** Strengthened use of data to measure impact, with increased effect sizes in key learning areas.
- **Bump Up Wall Implementation:** Deepened student engagement with goal setting and self-assessment, shared accountability for every student at NCPS.
- **Teaching Excellence:** Expanded professional development aligned with John Hattie and Peter Hamilton's six themes for teaching excellence.
- **Community Engagement:** Strengthened partnerships with parents, local businesses, and community organisations to support student learning.
- **School Tours to Promote Enrolment Growth:** School tours, social media posts and local marketing reflecting positive school culture and reputation to continue to increase student enrolments.

- **Student Wellbeing and Engagement** North Cottesloe Primary prioritises student wellbeing alongside academic success.
- Expanded our wellbeing programs to support emotional resilience and student voice.
- Enhanced student leadership opportunities to foster responsibility and initiative.

Staff Development & Collaboration

Investing in our teachers remains a key focus. In 2024 we:

- Continued collaborative team approaches to planning and moderation.
- Integrated targeted professional learning aligned with research-backed pedagogy.
- Encouraged reflective teaching practices through peer observations and coaching.

Future Directions

Looking ahead, our priorities for 2025 include:

- Further embedding high-impact teaching strategies across all year levels.
- Strengthening data literacy to refine instructional practices.
- Expanding partnerships with the wider community to enhance learning opportunities.
- Enhancing student agency and leadership initiatives.
- Increased time and opportunity for Curriculum Leaders to drive core business, and provide instructional coaching for staff.

NCPS remains committed to excellence, innovation, and community engagement. The progress made in 2024 is a testament to the dedication of our students, staff, and families. As we move forward, we will continue to build on our strengths and strive for continued success and meeting or exceeding our 'like' schools.

We thank our staff, students, parents, and the broader school community for their ongoing support and commitment to our shared vision. Together, we continue to foster a future of excellence for all our students.



Jenn Allsop

Principal

"Inspiring a passion for learning."



'Big Rocks' of Agreed Practice at NCPS

The Targets <i>[We Will]</i>	The Strategy <i>[The How]</i>	The Measure <i>[The Evidence]</i>	The Resources <i>[What Do We Need To Meet This Target]</i>
<h2>Data</h2> <ul style="list-style-type: none"> • Use data to inform and drive our practice 	<ul style="list-style-type: none"> • Utilise valid and reliable data to inform the assess, plan, teach cycle • Ensure the needs of all students are met through a differentiated curriculum 	<ul style="list-style-type: none"> • Differentiation is evident through teacher planning and student evidence of learning • Moderation and planning is shared between and across phases of learning 	<ul style="list-style-type: none"> • Data coaching – Ed Companion • Data coaching – SAIS Dashboard • Professional Learning – quality differentiation • Common DOTT for shared planning, setting targets which meet or exceed like schools, and moderation
<h2>Research</h2> <ul style="list-style-type: none"> • Use evidence based practice to inform our teaching and learning 	<ul style="list-style-type: none"> • Implement evidence based practice aligned to NCPS point of need and like-school data • Utilise a staff consensus model to drive whole school/phase of learning practice 	<ul style="list-style-type: none"> • Research and evidence of best practice informs school decisions about programs and practices which will be implemented • All staff are consulted as part of a consensus model in determining what practice, programs and resources are implemented at NCPS 	<ul style="list-style-type: none"> • Establish a review cycle for whole school/phase of learning practices • Collaboration with like-schools • Establish an agreed NCPS consensus model
<h2>Practice</h2> <ul style="list-style-type: none"> • Demonstrate consistent and connected practice 	<ul style="list-style-type: none"> • Fidelity is applied to lesson design, which is driven by the North Cottesloe Explicit Teaching Model • Implement whole school/ phase of learning practices, with efficacy • Implement an agreed change management model to drive school improvement 	<ul style="list-style-type: none"> • Student voice validates the rigor of the explicit teaching model [lesson design] • Student work reflects the fidelity with which the explicit teaching model is implemented 	<ul style="list-style-type: none"> • Professional Learning – Lesson design • Common DOTT for shared planning and accountability • Establish an agreed NCPS change management model

Our 'Big Rocks' of agreed practice support the four focus school improvement targets, for Public School Review in 2022

1. Strengthen whole school data literacy
2. Consistent and connected practice in the collection, analysis and use, of student data
3. Explicit teaching model is consistently applied across the school
4. Targets for student achievement and progress, meet or exceed like schools

In improving outcomes for students, our big rocks link to the National School Improvement Tool of:

- ✓ An explicit improvement agenda
- ✓ Analysis and discussion of data
- ✓ Targeted use of school resources
- ✓ An expert teaching team
- ✓ Systematic curriculum delivery
- ✓ Differentiated teaching and learning
- ✓ Effective pedagogical practices
- ✓ School community partnerships

North Cottesloe Primary School is committed to providing opportunities and experiences that support students to aspire to excellence in all their endeavours. Students are supported to become life-long learners who are valued members of our community.

Our students are resilient, emotionally intelligent, critical and creative.

Our staff are committed to working collaboratively in an environment where professional learning is valued.

We are committed to developing strong partnerships with parents and the community; working collaboratively to create an enriched learning environment for our students.

Vision, Values & Beliefs

Vision

At North Cottesloe Primary School, we strive to inspire a passion for learning and to nurture caring and respectful citizens.

For our school community this means:

- **Students** are inspired to be passionate, self-reflective learners who strive to achieve their potential
- **Staff** employ highly effective teaching practices that are consistently applied in all learning environments within a culture of trust, collaboration and reflection
- **Families** support the school as partners in their child's learning

Values

- Excellence** We strive to achieve our personal best in everything we do
- Respect** We treat ourselves and others with dignity and consideration
- Integrity** We do the right thing by others and ourselves
- Care** We show concern for, and look after, ourselves, others, property and the environment

Beliefs

- The needs of the students come first
- Families are our partners in the education of the students
- North Cottesloe Primary School is a place of learning excellence
- We model the behaviours we expect

We will continue to strengthen our relationships and partnerships with families, communities and agencies to support the engagement of every student.

- PRIORITY -
- 1.1** To develop and implement a Reconciliation Action Plan to strengthen our cultural responsiveness
 - 1.2** To build, maintain and sustain, partnerships with early years groups (ie: Play Group WA) to support student transition to North Cottesloe Primary School in Kindergarten and Pre Primary
 - 1.3** To support the engagement of our students through the delivery of quality teaching, in partnership with the Shenton Network of schools



Domain 1 Relationships & Partnerships

We will ensure consistent and connected practice provides an inclusive, supportive, calm and orderly learning environment for all students.

- PRIORITY -
- 2.1** To prioritise consistent and connected practice in all learning settings, to support an inclusive learning environment
 - 2.2** To prioritise quality differentiation to support student progress and achievement across all learning settings
 - 2.3** To prioritise a calm and orderly learning environment across all settings

Domain 3: Leadership

We will build the capability of our school leaders to support student achievement and progress.

- PRIORITY - **3**
- 3.1** To identify leaders and build the capability of our leadership team to support student achievement and progress
 - 3.2** To prioritise coaching and mentoring between staff to support student achievement and progress
 - 3.3** To align our practice with evidence based research to support student achievement and progress

Domain 5 Teaching Quality

We will continue to prioritise the 'Big Rocks of Agreed Practice' in delivering high quality teaching and learning.

- PRIORITY - **5**
- 5.1** To use data to effectively inform the delivery of high quality teaching and learning opportunities
 - 5.2** To drive teaching and learning through the development of curriculum support documents aligned with our school context data
 - 5.3** To deliver with fidelity, high quality teaching and learning through the implementation of a whole school instructional model (Shaping Minds)



Domain 4 Use of Resources

We will align our use of resources with our strategic priorities, evidence and best practice.

- PRIORITY - **4**
- 4.1** Seek quality partnerships with external groups which align with our school priorities

Domain 6 Student Achievement & Progress

We will embed 'Shaping Minds' as a whole school instructional model to support student engagement, achievement and progress.

- PRIORITY - **6**
- 6.1** To collectively account for the progress and achievement of each student
 - 6.2** To develop and monitor SMART goals for each student to support student engagement, achievement and progress

TARGETS

- **Student achievement** in all NAPLAN domains **will meet or exceed WA Like Schools**
- The **mean progress** of the Year 3 and Year 5 stable cohort in all NAPLAN domains will **meet or exceed** that of **WA Like Schools**
- Students will show **year on year progress** in PAT **Reading and Maths**
- Student A to E grade allocations will be **at or above the expected range**

Board Chair Report 2024

This is a shortened and adapted version of my report for the NCPS annual public board meeting held in September last year. If your interest is piqued then you can access the full report on the school website.

One of the things the Board resolved to do last year was to include some more information in the school's annual report about teaching and learning.

Through its annual funding agreement with NCPS the Department of Education requires the school to prepare an annual report: on progress against the school's priorities; include meaningful data about student achievement and progress; account for how funding is allocated consistent with the school's priorities; and report on parent, student and teacher satisfaction. During COVID-19 the Department encouraged schools to prepare a "bare-bones" report using publicly information on the schools online website. The NCPS 2022 and 2023 annual reports reflect this approach to an extent. As part of finalising the 2023 annual report last year the Board added explanatory information to the various tables and charts. The school has included even more explanatory information in the 2024 annual report in the form of reports from the leadership team and the P&C.

Board members receive a lot of information about teaching and learning. In meetings last year we had teachers present to us on topics including literacy, maths, NAPLAN and the whole school approach to teaching at NCPS. There is no one word that captures the numerous, deliberate components that have come together at NCPS over the last few years to form this collaborative, whole-school approach. During Board meetings we sometimes refer to it as the "North Cott train" or the "North Cott way". The reports from our Principal Jenn Allsop, Deputy Principal Morgan Shaw and curriculum leaders Jody McTaggart and Andrea Harris all talk about different parts of this approach. The inclusion of their reports is a part of the school's effort to communicate the approach to teaching and learning at NCPS more broadly. I encourage you to read them. The rest of this report is my short take on the changes to teaching and learning that have taken place since 2022.

There has been a strong focus on student achievement and progress at NCPS for many

years now. Parents and carers who were part of the school community before 2022 will recall the revolving door of principals and school reviews focusing on student achievement and progress.

There is more to a school than student achievement and progress. Our tight-knit school community values many other things about NCPS. First among these perhaps is our school community and the embodiment of it at school events like sports carnivals, sundowners and performing arts productions. These and other events demonstrate for me the truth of my old primary school creed "Let us remember that as many hands build a house, so many hearts make a school". Schools are special places.

The national release of the NAPLAN results in August 2024 focussed attention on student achievement and progress across Australia. My sense of the overall response from interested parties - governments, oppositions, education professionals, teachers' unions and think-tanks - was that in the context of declining national academic performance over many years the results did not indicate meaningful improvement and far too many children continue to be left behind in literacy and numeracy. There was lots of media reporting about what needs to be done by governments and schools to turn things around.

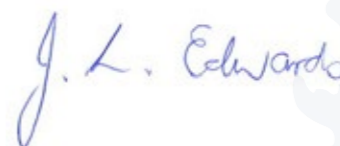
Closer to home, the release of the comparative NAPLAN data between NCPS and like schools generated queries to the Board and to the school about what is happening to improve our comparative NAPLAN performance. The first point is that compared to all public schools in WA NCPS does very well. One of the most reported things in the wake of the release of the national results was that around 1/3 of students in Australia are not meeting benchmarks in NAPLAN testing areas. That is far from the case at NCPS. The take home point from the comparative NAPLAN data is that overall NCPS remains stubbornly behind like schools. We are not yet achieving our target in the Business Plan on student achievement and progress.

When Jenn Allsop started as Principal in 2022 she built on existing school improvement measures by taking staff through a well-known improvement process called the National School Improvement Tool. The initial result was the adoption of the "Big

Rocks of Agreed Practice" document and this was followed by a period of professional development for staff and the adoption of a new Business Plan at the beginning of 2023.

In adopting the Big Rocks and the Business Plan and in implementing them the school has deliberately prioritised effective teaching and learning - with the clear aim of improving student achievement and progress. They are planning documents, the "rubber hits the road" in the many, many changes that have happened in teaching and classrooms across the school. Many of these changes are invisible. It is easier to see and understand a new playground than it is to see teachers across a school using consistent teaching practices with fidelity. But it is in that and other changes where the real change is happening at NCPS. Many of these

changes are recent. NCPS is at the beginning of this journey. And it is a journey, things will not always go perfectly to plan and it will take time. My aspiration for NCPS is that these changes become embedded and part of a culture of excellence in student achievement and progress, which is reflected in improving NAPLAN results. Together with all the other wonderful things about NCPS, that will make a winning combination in my view.



Justin Edwards

NCPS Board Chairperson 2024

Open Meeting Board Chair Report 2024

NCPS Board Chairperson's Report for the Annual Public Meeting held on Tuesday 10 September 2024

One of the things I did when I became Chairperson of the NCPS Board was to read the School Education Act 1999 (WA) and the School Education Regulations 2000 (WA). I appreciate that is a bit weird and perhaps something only a lawyer (like me) would do. Anyway, regulation 117 requires the school to hold an annual public meeting where formal notice is given to parents ahead of the meeting and a report is presented on the performance of the Board's functions since the last one.

At our ordinary Board meetings in 2024 we have discussed the need to hold an annual public meeting. There is a compliance aspect to it - a legal box to be ticked. This is not unimportant. The Department is doing a comprehensive review of the school in term 4 and it will be better to have had an annual public meeting than not in that context. But also, I think an annual public meeting is an excellent opportunity for the Board to communicate important things that are happening at the school and to hear from parents. It an opportunity to promote the school

in the sense of providing valuable information to a parent body that is deeply engaged and interested in their children's education.

So, this is my report on the performance of the Board's functions since the last annual public meeting as required by regulation 117. Rather than search through the Board's records to work out when the last meeting was I have decided to report on the period from 2022 through to the present. I have done this for a couple of reasons. The first is that this period coincides with Jenn Allsop starting as Principal. Many of you will know that NCPS had a revolving door of Principals before Jenn started. She is coming to the end of her third year in the role and this has been a welcome period of leadership stability. The second reason is that in 2022 Jenn intensified already existing efforts to address NCPS's underwhelming performance in Student achievement and progress. Nearly all of the changes that have happened at NCPS to improve this area be traced to the work that Jenn and the school did in 2022. The focus of this report and the annual public meeting is on those changes.

Open Meeting Board Chair Report 2024

There is more to a school than student achievement and progress. It is plain that our tight-knit school community values many other things about NCPS. First among these perhaps is that we have a school community. I have been surprised to learn that not all schools have one as such. Morgan Shaw, our Deputy Principal, mentioned to me that in her experience NCPS is more like country-town school in this way. It takes a great community (and a great P&C) to pull off a fund-raising night like the Barbie Dream Gala. There are all the co-curricular and extra-curricular activities that happen at NCPS. There are too many of these to mention one by one. Highlights for me include the school choir, the year 6 production and our sporting carnivals. I love these things and I know that many, many other people do too. They demonstrate for me the truth of the last two lines of the school creed at my old public school at Lake Grace – “Let us remember that as many hands build a house, so many hearts make a school”. It makes me a bit teary just to write that. Schools are special places. But I am not going to say any more about those things in this report.

The national release of the NAPLAN results in August in 2024 focussed attention on Student achievement and progress across the nation. My sense of the overall response from interested parties – governments, oppositions, education professionals, teachers’ unions and think-tanks – was that in the context of declining national academic performance over many years the results did not indicate meaningful improvement and far too many children continue to be left behind in literacy and numeracy. There was lots of media reporting about what needs to be done by governments and schools to turn things around. Many of you will know that the Federal government is offering to increase the amount it funds public education in return for States and Territories agreeing to do some specific things, including: implement literacy and numeracy testing in early primary school; use evidence-based teaching including explicit instruction; and implement literacy intervention in early years (NCPS does all these things). Only WA and the NT have agreed to the deal so far.

Closer to home, the release of the comparative NAPLAN data between NCPS and like schools has generated queries to the Board and to the school about what is happening to improve our comparative NAPLAN performance. In my last Board Box I summarised the comparative data. The first point, and it is an important point, is that compared to all public schools in WA NCPS does very well. One of the most reported things in the wake of the release of the national results was that around 1/3 of students in Australia are not meeting benchmarks in NAPLAN testing areas. That is far from the case at NCPS. The take home point from the comparative NAPLAN data is that overall NCPS remains stubbornly behind like schools. We are not yet achieving our target in the Business Plan on student achievement and progress.

The short answer to the queries is that since 2022 NCPS has gone through a period of significant change aimed at improving Student achievement and progress. It is important to emphasise that the change has been deliberate, planned and that aspects of it are ongoing. It is not an exaggeration to say that nearly all aspects of the teaching of literacy and numeracy at NCPS have changed since this time. Most of these changes took place in 2023. In the next part of my report I explain the background to and the development of the schools main planning documents, which are the Big Rocks of Agreed Practice (Big Rocks) and the Business Plan.

Some of the queries since the release of the comparative NAPLAN data has been about the adequacy of resources available to NCPS to meet the educational needs of all its students.

School funding is a topic worthy of a separate report but I will confine myself to a few paragraphs. NCPS receives most of its funding from the State government and a relatively small amount directly from the Federal government. It is funded according to the same funding formula as every other public school in WA. The bulk of the State government funding is set in the sense that a certain amount is funded for each student in each year group from PP to Y12. This is called student centred funding. There are smaller components on funding that reflect school characteristics. This where ICSEA value is relevant. By far, the largest component of NCPS’s

funding for “school characteristics” is around \$330,000 because NCPS is a small metropolitan school and an amount in addition to student centred funding is considered necessary by the Department of Education (Department) to run the school.

With two exceptions, NCPS cannot change its level of funding. The exceptions are raising money through other sources and increasing enrolments. I’ll return to those. The school does have a lot of autonomy over its budget. Many of you will be aware that the school has not replaced Megan Klaver with another Deputy Principal. This decision has meant that money for a second Deputy could be used elsewhere in the budget. It should be acknowledged that the decision not to hire a second Deputy has added to the workload of Jenn, Morgan and other staff. Through this and other ways spending within the budget can be directed to areas of priority identified in the Big Rocks and the Business Plan i.e. spending is prioritised on student achievement and progress. It is important to remember that the budget is tight. For example, NCPS receives next to no separate funding for literacy intervention. The school’s intervention program is funded within its existing budget.

Returning briefly to raising money from other sources and increasing enrolments. The school raises a significant amount of money from our fabulous P&C. The Barbie Dream Gala raised over \$40,000 this year. This is in addition to the voluntary contributions and other fundraising. The P&C contributes a lot to the school every year. The school also does its own fundraising. Last year the Colour Run raised over \$20,000. Equally important for improving the school budget is increasing enrolments. Each new enrolment at census date (a date in February when school funding for the year is set) is worth around \$11,000 to the school budget. A net increase of 10 enrolments would be significant in NCPS’s budgetary context.

That is more than enough general chit chat from me. The rest of this report is organised in the following parts:

a. The Big Rocks of Agreed Practice and the Business Plan 2023 – 2025. This is my account of the background to the changes at NCPS that have taken place since 2022 and a high

level summary of those documents. At the end I explain why I believe these plans mean the school is on the right track when it comes to improving student achievement and progress.

- b. Board report for the period 2022 to the present. This is a summary of the Board’s work for this period.
- c. What is the Board? This part summarises what the Board is, what it does and how it does its work. You certainly do not need to read this part. It is FYI only for anyone not familiar with the Board.

I have not gone into the many, many operational level changes that have happened at the school since 2022. I have kept this report at a schematic level. I have done this because our maths curriculum leader Andrea Harris and our literacy curriculum leader Jody McTaggart are both giving presentations at the annual public meeting. They will go into the detail.

Before diving into the Big Rocks and the Business plan I want to offer an overall observation on all the changes that have taken place at NCPS since 2022. In adopting the Big Rocks and the Business Plan and in implementing them the school has deliberately prioritised the effective teaching of literacy and numeracy. They are planning documents, the “rubber hits the road” in the many, many changes that have happened in teaching and classrooms across the school. Many of these changes are invisible. It is easier to see and understand a new playground than it is to see teachers across a school using the consistent teaching practices with fidelity. But is in that and other changes where the real change is happening at NCPS. Many of these changes are recent. NCPS is at the beginning of this journey. And it is a journey, things will not always go perfectly to plan and it will take time. In Board meetings we refer to it as “the train”. My aspiration for NCPS is that these changes become embedded and part of a culture of excellence in student achievement and progress, which is reflected in improving NAPLAN results. Together with all the other wonderful things about NCPS, that will make a winning combination in my view.

Open Meeting Board Chair Report 2024

The Big Rocks of Agreed Practice and the Business Plan 2023 – 2025 • A little bit of history

To understand where the Big Rocks and the Business Plan came from it is necessary to go back before 2022. 2016 is a good starting point.

In 2016 the Board expressed concern to the Department about academic performance and leadership at NCPS. At the time there had been 4 Principals in 5 years. A Departmental review of NCPS in 2016 validated those concerns and identified specific areas of improvement. The important point is that the focus of the review and the plan for improvement was on academic performance.

The next Departmental review took place in 2020. This review, called a Public School Review or PSR for short differed to the review process in 2016. The Department continues to use the PSR process. It is what happened at NCPS in term 4, 2024.

A PSR involves a detailed self-assessment by a school against five broad criteria (called domains) and then consideration of the self-assessment by a review team who also spend one day with the school carrying out inspections and interviews. The resulting reviews are aimed at improving schools by reference to the domains. There is no assessment about school performance as such but schools are placed on a 1, 3 or 5-year review return cycle. The idea is that if a school is not sufficiently meeting a domain then it is placed on a shorter cycle. NCPS has already started the self-assessment process for term 4. The domains are: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The result of the 2020 PSR for NCPS was that it was placed on a 1-year return for the domain "Student achievement and progress". The result of the follow-up review in 2021 was that the school remained on a 1-yr return for this domain. In other words, academic performance remained an issue for NCPS more than four years after the 2016 review and remained an issue in 2021. It is important to remember that a PSR in "Student achievement and progress" is more than an analysis of NAPLAN results. The more detailed

points that form part of the review are:

- a. School planning - demonstrates a commitment to improve student achievement and progress.
- b. The use of systemic (NAPLAN) and school-based data to assess students.
- c. Student achievement and progress aligns with contextually similar schools.
- d. Overall attainment of year level achievement standards in literacy and numeracy.
- e. Alignment of student achievement and progress with grade allocation.

NCPS was making changes to improve "Student achievement and progress" before 2022. This was recognised in the 2021 follow-up review. By that stage the improvement target and the strategy to achieve it boiled down to:

- a. Target for student achievement and progress - meet or exceed like schools.
- b. The strategy:
 - i. Strengthen whole school data literacy (i.e. improve teacher knowledge and understanding of whole school data).
 - ii. Consistent and connected practice in the collection, analysis and use of student data (i.e. collect, analyse and use student data consistently across the whole school and use student data across the school - don't keep it in the classroom).
 - iii. Apply an explicit teaching model consistently across the school.

Soon after Jenn started as Principal in 2022 she took the school through a structured period of internal review and planning that resulted in the school adopting the Big Rocks of Agreed Practice. It was structured in the sense that the school used the National School Improvement Tool from the Australian Council for Educational Research or ACER. A lot of work by the school leadership team, the staff and the Board went into the development of this document as a blueprint for improving "Student achievement and progress" at NCPS.

This work and the initial work to implement the Big Rocks of Agreed Practice was recognised in the 2022 follow-up PSR review late in the year. The result was that NCPS met the "Student achievement and progress" domain.

I was not on the NCPS Board in 2022 but I have gone back and read all the Board records on Connect from that time. There were 9 Board meetings that year. It considered a lot of detailed material as part of the National School Improvement Tool process

I was on the Board when the school adopted its Business Plan for 2023-2025. This document incorporated and built on the Big Rocks by including more detail and planning for the other five domains - relationships and partnerships, learning environment and so on. The school leadership team conducted a workshop and the Board had input into the final document.

Taken as a whole, the Big Rocks and the Business Plan comprise the following major elements for improving "Student achievement and progress" at NCPS:

- a. Build support for change within the school.
- b. Build a culture of accountability for student achievement and progress.
- c. Build leadership capability in the school to support student achievement and progress.
- d. Double down on evidence based teaching methods including explicit direct instruction or EDI for short.
- e. Implement a whole school instructional model to deliver high quality teaching and learning.
- f. Transform the school learning environment at NCPS to support student achievement and progress - calm, orderly and purposeful.
- g. Use appropriate testing and assessment to collect data that is used effectively across the whole school to support student achievement and progress.
- h. Take a whole of school approach to curriculum and the sequencing of the delivery of curriculum.

Before I became Chair of the Board I thought that the Department would be ready to help schools with a blueprint for change and a crack team of professionals to help schools implement it. I was surprised to learn that it does not work that way.

While the trigger for the Big Rocks and the Business Plan was the series of Departmental reviews that identified "Student achievement and progress" as an area for improvement, the Department did not suggest or make available an improvement plan. Rather, the responsibility for this fell to the school. It was the work done by Jenn, the staff and the Board in 2022 using the National School Improvement Tool that resulted in the Big Rocks. It was further work done by the school in 2023 that resulted in the Business Plan.

I am confident most people have heard of "Shaping Minds". It is often heard around the school as a short way to describe the whole school instructional model it uses. It is not the Department's model and the Department did not help implement it. Shaping Minds is a private consultancy. It is one of three that provides such consultancy services and it was the only one to agree to help NCPS. NCPS Staff attended several professional development days with Shaping Minds throughout 2023. NCPS mostly funded Shaping Minds from its 2023 budget. NCPS now has Shaping Minds trained coaches on staff who can continue to coach staff on the instructional model.

It is also interesting to compare the Big Rocks and the Business plan with the Department's main strategic policies. Some elements of the Big Rocks and the Business Plan are reflected in the Department's policies but others are not. The policy documents reflect concern to improve quality of teaching and to better use data. However, the policy documents are generally silent on the use of explicit teaching models. They refer to evidence based practices but that is as far as they go. The only exception I can find is a policy document called Focus 2024 which mentions phonics and literacy testing for year 1s. I suspect this has followed the State's agreement with the Commonwealth to increase its share of public school funding.

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Partly for these reasons, it is not easy for non-teaching parents (like my wife, Jo and I) to form a view about the general direction of the school set out in the Big Rocks and the Business Plan. The reality is that it contains elements like explicit teaching which have had a controversial and contested history (although this is much less so now). This is part of a broader reality that education policy at State and Federal levels involves political contests.

My personal view is that we are on the right track. I have confidence in Jenn and Morgan as the leaders of the school and I have confidence in the staff. I am willing to accept and to support their professional judgments in this area. In addition, all the reading I have done as Chair about education, including the reporting in the wake of release of the national NAPLAN results, has strengthened my view. Finally, I see our kids go to school each day. I hear about their days, see their work and watch them learn. All these things convince me that the school is on the right track.

What has the NCPS Board done since 2022?

2022

Board members in 2022 included: Jenn Allsop, Meg Klaver, Stuart Owen, Julie Pieyre, Amy Maynard, Christiana Paterson, Stuart Buckland, Nicole de la Motte (Chairperson until March 2022), John Livingston, Sally Erleve and James Fitzpatrick (Chairperson from March 2022).

The Board met 9 times in 2022.

The beginning of 2022 bookended the revolving door of Principals at NCPS. Following Doug Cook's unexpected resignation to take up a Regional Director position in the Department there were two acting-Principals. Looking back, this was a challenging period for this and other reasons including COVID-19 and the industrial action taking place at public schools across the State. The Board, chaired at the time by Nicole de la Motte, rode out this challenging period and were involved in the Department's appointment of a new Principal. James Fitzpatrick took over as Chair in early 2022.

The Board met regularly in the early part of 2022 as Jenn took the school through the internal review and planning process I have already described and went about the day-to-day business of running the school. The Board also participated in Board training from the Department in this period.

In addition to the internal review and planning process, the Board considered and had input into decision making around the year 6 production, the refund of voluntary contributions from parents intended for the purchase of school computers. The board also started to receive presentations from staff about specific learning areas.

2023

Board members in 2023 were: Jenn Allsop, Jeanette Williams, Amy Maynard, Megan Klaver, John Livingston, Sally Erleve, Justin Edwards, Helen Knowles and James Fitzpatrick (Chairperson).

The Board met 8 times in 2023.

The Board participated in Board training from the Department at the beginning of the year.

The first ordinary Board meeting in February involved noting several routine documents. These included the Board Terms of Reference, the Board Code of Conduct, the 2023 Statement of expectations and the 2023 Funding Agreement (both signed by the Principal and the Chair).

The main work of the Board during the early meetings in 2023 was to consider and have input into the Business Plan.

Other work included: consideration and input into the school report for 2022 that the school is required to publish under its Funding Agreement; and revision of school guidelines.

As in 2022 the Board received several presentations from staff members on various aspects of the school. This included detailed presentations on NAPLAN results. As a new Board member I found the presentations very informative and they went a long way in explaining all the changes that were happening at school.

2024

Board members in 2024 are: Jenn Allsop, Jeanette Williams, Cameron Pether, Morgan Shaw, John Livingstone, Simon Lamplough, Helen Knowles, James Fitzpatrick and Justin Edwards (Chairperson).

The Board has met 6 times so far in 2024, including the annual public meeting on 10 September 2024.

As in 2023, the Board year began in February with Board training and the Board welcomed new Board members Simon Lamplough (parent), Cameron Pether (year 5/6 teacher) and Morgan Shaw.

There has been the usual noting and signing of routine documents like the 2024 Statement of Expectations and the 2024 Funding Agreement.

The first main item of business for 2024 was the review of National School Opinion Surveys done in late 2023. There were four surveys done. There was a ridiculously long and bureaucratic survey for Board members. And there were surveys done by parents, teachers and year 5s and 6s. The number of responses to the parent and teacher surveys were woefully low. Nearly 100% of year 5s and 6s responded to their survey because they were made to do it. The low response rates to the surveys is the reason the school did its own short survey in August. The response rate was much better this time. James Fitzpatrick addressed the survey at the annual public meeting.

The Board has not continued reviewing school guidelines this year. The reason for this has been to allow more time at ordinary meetings to discuss matters in connection with student achievement and progress. In this respect the Board has had detailed presentations from Andrea Harris (maths curriculum leader) and Marcella Roberts (previous literacy curriculum leader), Jenn (in relation to NAPLAN); Morgan (in relation to school attendance and the importance of continuing to prioritise literacy and numeracy), Jeanette (NCPS data cruncher and school lead in relation to student surveys) and Paula Hartley (finance). It has been fascinating and a privilege to hear first-hand from the teachers about all the

changes that taking place and why. The Board asked Andrea and Jody (new literacy curriculum leader) to give presentations to the annual public meeting so that a larger audience can hear this crucial information and get a chance to ask questions about it.

That point leads neatly into another initiative of the Board this year and it is to assist the school to prepare a more detailed School Report for 2024 that contains some of this information. The rationale is the same as asking Andrea and Jody to present at the annual public meeting, it is to try to communicate what is happening at the school in the area of student achievement and progress to a larger audience (including prospective families).

Another noteworthy point is that the Board has its own email address and has already received emails from interested parents in relation to a range of school matters. This has been encouraging. The process is that the Board will consider these emails as incoming correspondence at its ordinary board meetings. The Board welcomes this input from the broader school community via email to: northcottesloe.ps.board@education.wa.edu.au.

What is the Board?

All government schools in Western Australia are required to have a Council. Independent Public Schools (including NCPS) use the word Board instead of Council but they mean the same thing.

School Boards are not like Corporate Boards. They are not ultimately responsible for the running of a school. Mostly, this falls to the Principal. Boards cannot intervene in the management or control of a school and this includes in relation to teaching.

School Boards have some specific functions including determining dress codes for students, approving school charges and contributions and approving stationary and book lists. For an IPS like NCPS these specific functions include signing off on a statement of expectations on the Principal and the school funding agreement.

These specific functions are important but they are discrete and do not usually take up much time. More importantly perhaps, Board functions also include

- a. taking part:
 - i. in establishing and reviewing the school's objectives, priorities and general policy directions;
 - ii. in the planning of financial arrangements necessary to fund those things; and
 - iii. in evaluating the schools performance in achieving those things,
- b. and promoting the school.

In a general sense then, a Board's can perform an advisory, assurance and communication role within a school as part of the school governance arrangements that also include the school leadership team and the P&C.



The Minister for Education has the power to direct Boards in the performance of their functions and Boards must follow any direction given. The Minister also has the power to dismiss a Board.

School Boards are required to have between 5 and 10 members. Members are required to be drawn from parents and staff, and can also be drawn from the general community. Parents and members of the general community must form the majority of members. The Principal is automatically a member. NCPS has 9 members in 2024 comprising 5 parent members and 4 staff members.

There are no requirements about the number of times a school Board must meet each year or how meetings are to run. Other than the few discrete functions already mentioned there are no explicit requirements about what a Board has to do. There is a lot of scope for Boards to determine these things for itself. At NCPS the Board meets twice a term. The first meeting of the year is mandatory Board training given by the Department. The agenda for the remaining meetings is usually settled by the Chairperson and the Principal a week or so before a meeting. Prior to that, Board members have input into the agenda at ordinary meetings and informally.

School Board meetings are open to members of the public. The only exception is that a Board may decide to close part of a meeting to members of the public on specified grounds. Generally, the grounds cover circumstances where personal information and commercially sensitive information is considered.

There is a requirement to hold an annual public meeting every year – this was the meeting held on Tuesday 10 September 2024. There is also a procedure for parents to request a special meeting of a Board.

Justin Edwards

NCPS Board Chairperson 2024

It is hard to believe that I am writing the Annual Report for the 2024 calendar year on behalf of the P&C; firstly, because it is still not clear to me where the year went, and secondly, because I was certainly an accidental P&C President, but it has been an incredibly fulfilling role, and it has allowed me to see, and appreciate, firsthand both the care, devotion and excellence of the school team, and also the abundance of skills and enthusiasm we have amongst the parents and carers at the school.

Thank you for the support

In writing this annual report, I would like to thank the 2024 executive committee team who have been a wonderful support through the year – Tanita Rodman (Vice President), Justin Chak (Treasurer) and Emily Groves (Secretary). Thank you to each of you for your contributions throughout the year.

The executive committee have been supported by a core group of parents who work tirelessly to contribute to our school community including our fundraising team – Emma Judges, Nina Weiner, Renee Hamersley, Philly Sheldrick and Claire McTernan; our grants team – Ann-Maree McDonald and Cath Driscoll; our sports team – Anna van Hazel; and our canteen leader/melamine plates guru and after school play coordinator, Katie Tierney.

Thank you also to the 2023 team of Smiljka Dmitrevic (President), Anna van Hazel (Treasurer) and Kara Jecks (Secretary), for the excellent support that you provided in the year prior to the current executive coming into office.

The P&C has been incredibly fortunate to receive strong support from both Jenn Allsop and Morgan Shaw; we are very fortunate parents to have two such dedicated educators leading the school team. Their commitment to ensuring our children have the best experience possible at North Cottesloe is a joy to watch and learn from. Thank you to both of them for an excellent year, and thank you to the classroom teachers and school team supporting them, and our children.

Funding for the P&C

The P&C is funded directly by the parents and carers of our children. Each year we ask parents to pay the voluntary P&C contribution and we supplement this voluntary contribution with various fundraising activities throughout the academic year.

In 2024, the voluntary P&C contribution was \$150 per student. By November 2024, we raised approximately \$40,800. The maximum we could have raised via this means was \$52,350. This means we have a payment rate for this contribution at about 78% of students; following changes to the accounting software at the school, this contribution rate increased to 89.4% (these are a slightly higher percentages than I have previously reported at P&C meetings, and it increased due to late voluntary payments – thank you to those parents). The statement still holds true that payment rates compare less favourably than surrounding schools in our area, where the contribution rate is around 90% from the commencement of the school year.

This is incredibly important funding to the school.

Parents, in this context it is important to be informed that our government chooses to underfund government schools in Australia; only funding at 95% of the Schooling Resource Standard; a funding standard that was established as the minimum funding to support education under the 2011 Gonski Education Reforms. The school funding problem was further exacerbated in 2018 when agreements between state and federal governments permitted non-classroom funding to be claimed by the state governments as part of 'education funding', albeit there have been some corrections to these exceptions and the Better and Fairer Schools Agreement (to be rolled out in WA from 2025 – 2029). As we are a small public school, we also experience difficulties as we cannot get the benefits of economies of scale. The State School Teachers Union of Western Australia estimates that our school classrooms are underfunded by approximately \$2000 per student in Western Australia.

If parents are financially able to contribute to the P&C in 2025, I would encourage you to do so. In 2025 we will be invoicing for P&C voluntary contributions in the first few weeks of term, and we will include various options for payment including installments and higher voluntary contributions. There will be more information about this in other communications with you.

A \$150 voluntary payment represents 75 cents per day for your child's education. Increasing that rate to a cup of coffee per day, \$5, would make an incredible difference at the school and what will be available for your child's education.

In addition to the voluntary contributions, the P&C raised an incredible \$52,000 this year. Congratulations to the fundraising team, this represents a year of enormous effort on your part, and you have made a significant contribution to the school. Thank you also to the parents (and likely grandparents, friends and relatives) who contributed so generously in that fundraising to help provide our school with the resources that it needs to ensure our children thrive. Thank you also to the many donors of goods and services to the P&C to help with our fundraising activities, these donors have previously been highlighted and promoted through our school communications systems.

Where did the P&C funds go this year?

This year the P&C received seven fundraising requests from the school, and paid one further request in 2024 that was approved in 2023. This year the P&C spent \$117,530.

The funds have been spent as follows:

- decodable reading books \$5,000
- kindy upgrade \$60,000
- kindy verandah upgrade \$17,500* (approved 2023, paid 2024)
- classroom budgets \$200 per classroom \$2,800
- new vacuum cleaners \$560
- replacement shade sails \$270
- suncream \$1400
- classroom funding 2025 \$30,000 (approved 2024, to be spent 2025)

The P&C aims to spend funds it raises during the year in which those are raised, subject to retaining a minimum balance. As you can see, this year the P&C spent \$24,200 more than it raised (although noting \$30,000 in classroom funding is for 2025).

Events

This year the P&C hosted or supported the following fundraising events:

- Year 6 Sundowner and Year 4 Afternoon Tea
- Barbie Gala
- Melamine Plates
- Runt, The Movie
- SciTech evening
- Bows fundraiser
- Staff long lunch

The P&C were also integral to providing support for the swimming carnival, cross country and athletics, as well as coordinating the weekend school sports activities and after-school play and supporting world teacher day.

It would also be remiss to overlook the incredible support from Katie Tierney in relation to the canteen which has operated throughout the year for between four and five days a week – well done Katie, this is an incredible contribution you are making, thank you.

Other activities of the P&C

There were a couple of key activities supported by the P&C this year which required a heavier lift than usual and these are described below:

- Streets Alive funding: you will all recall earlier this year there was a near miss with a student leaving the school on Railway Road. A committed group of parents, lead by Catherine Driscoll and Ann Maree McDonald, applied for, and were successful in receiving, the Streets Alive funding. During term 4 you will have seen a very active group of parents involved in taking records of crossings at the school, procuring the planter boxes and wrapping; potting and planting the planter boxes; and erecting the temporary fencing as well as spending countless hours in discussions with the Town of Cottesloe and Main Roads about making the streets around our school safer. Thank you Catherine, and your army of volunteers.

- Needle stick issues: you will all also recall that earlier this year there was a needle stick incident onsite. As a result of that, the P&C engaged directly with the Department of Education to express our dismay at the communications protocols that hampered the timely dissemination of information amongst the school community. We were successful in changing the Department of Education's communications protocols, which was a real win for us, and for common sense. This initiative was led by parents Dr Peter Garnett, Dr Claire McTernan and lawyer Sophie Fuhrmann. We are very lucky to have access to this kind of support within the school community.

There were also many other activities throughout the school year.

Farewelling families who have supported the P&C for many years

There are a number of families whose children are leaving North Cottesloe and who have provided significant support to the school over a number of years; it is only right we recognise their contributions over a long period of time – we thank you, and we wish you and your children all the best in your new schools – Doadie and Oliver Bailey, Ciara O'Flynn, Emma Judges, Caroline Owen, Jaime and James Atkinson, Briony and Matthew Bowles, Lara and Thomas Bucher, Marilyn Tuna, James Carmody, Pia Bennett and Josh Castleden, Danielle and Christopher Eaton, Kathryn and Stephen Kubicki, Kim Muir, John Livingston, Jean Perkins, Ben Martin, Alexis Miklavs, Peter Miklavs, Amanda Renouf, Jason Renouf, Julia Sheridan, Mark Sheridan, Jai McTaggart and Paul Zurek. My apologies if I have missed names from this list.

Next year

Our dedicated fundraising team already has plans for some big events next year, and we really encourage parents to participate in these, some of the events form the fabric of the school for years to come.

Please keep an eye out for tickets, and of course the classics will also be back. We are also fortunate (?) to have two elections next year, a great chance for us to fundraise with democracy sausages, please keep your eyes out for ways to support.

New members and class representatives

The P&C holds its meetings twice a term, Mondays at 7pm on weeks 4 and 8. These are also available to attend online, although it is much more lovely to see you in person, and all meetings are listed on the school events calendar. All members of the school community are welcome to attend, and it is only \$1 to join. We really value the input from everyone in the community and it is an excellent opportunity to hear from Jenn and Morgan about the school and its operations.

We also encourage all class representatives to attend so that you can keep your classes up to date with what is happening in and around the school grounds.

Thank you once again for the privilege of being your President in 2024, and I look forward to seeing what happens in 2025.

Should anyone have any queries in relation to this report, or the activities of the P&C, or ideas or other matters to contribute, I can be contacted via the president's email ncpcpresident@gmail.com or via +61 402 794 090.

Best regards



Clare Pope

P&C President



North Cottesloe Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1913, North Cottesloe Primary School is located in the North Metropolitan Education Region, approximately 11 kilometres south-west of the Perth central business district.

The school has an Index of Community Socio-Educational Advantage of 1184 (decile 1).

Currently there are 349 students enrolled from Kindergarten to Year 6 and the school gained Independent Public School status in 2012.

Community support is demonstrated through the work of the very active Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of North Cottesloe Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The school submitted evidence and accompanying analysis that provided an honest account of its operations, improvement agenda and context including information outlining the school's journey of cultural shift and focus on building a unified school community.
- Opportunities were provided for staff to reflect on the school's performance against the Standard. This was followed by the identification and collation of evidence by the executive leadership team which was then shared back to the staff through staff meetings. This process has contributed to a shared understanding of the school's strengths and areas for improvement.
- The embedding of reflective practices as part of the school's ongoing self-assessment process is evident, including opportunities for staff feedback and engagement in collaborative data analysis.
- Leaders and staff demonstrate high levels of personal and professional responsibility for the outcomes of students.
- During the validation visit a wide range of staff and students, together with leaders, parents, School Board and P&C representatives provided insightful commentary on the school's performance and improvement journey demonstrating strong support for the school and its staff.

The following recommendation is made:

- For future reviews continue to select evidence which provides rich information about the school's performance set against the Standard, with an emphasis on demonstrating the impact on student outcomes.

Relationships and partnerships

Described as an exciting time for the school, a high level of trust amongst staff and between the school and the community is palpable. This has been established through open internal and external communication, transparent practices and processes and opportunities for consultation and shared decision making. Sitting at the heart of the work of all staff is a strong sense of moral purpose and drive to improve student outcomes.

Commendations

The review team validate the following:

- Parents highly value the school, evidenced by positive school satisfaction survey feedback, increasing student enrolments and strong levels of family support through volunteering and fundraising.
- Well considered transition planning processes for students entering Kindergarten and Pre-Primary have privileged the building of family and peer connections, orientation to a new environment and the introduction of daily routines.
- Underpinned by the desire to both unify the school and build a sense of collective responsibility for students, the early years break times were aligned with the rest of the school and the duty roster reviewed to increase both staff collaboration and wider engagement with the early years students.
- The School Board and P&C are highly effective governance groups whose support for the school is realised through skilled and committed members who create linkages with the community and support the advancement of the school's improvement agenda.
- Community partnerships are actively developed and shaped to foster student learning beyond classrooms.

Recommendation

The review team support the following:

- Continue to provide opportunities to engage the community through feedback and consultation to progress identified priorities.

Learning environment

A safe and orderly learning environment is underpinned by agreed expectations that privilege uninterrupted time for literacy and numeracy, morning routines, orderly movement around the school and clear 'ready to learn' expectations.

Commendations

The review team validate the following:

- A student services team including the Principal, deputy principals, school psychologist and chaplain meet regularly to triage student needs and provide oversight of documented plans and the support delivered through differentiated strategies and intervention.
- The school chaplain provides a range of wellbeing supports for students, families, and staff. This includes a Kids who Care group who undertake student led fundraising projects to support identified causes.
- Student voice is prioritised through opportunities for survey feedback, goal setting and daily communication and feedback processes to staff about their learning.
- Together with clear expectations for behaviour informed by agreed values, explicit teaching, consistent classroom routines and classroom management strategies are contributing to calm classrooms.
- Led by committed staff, the development of a Reconciliation Action Plan has commenced with input from school community members, students and an Aboriginal Elder who have provided guidance in developing and implementing the plan.

Recommendations

The review team support the following:

- Continue to develop Aboriginal cultural responsiveness through the provision of staff professional learning opportunities to support the embedding of Aboriginal perspectives in classroom practice.
- Continue to progress a whole-school approach to support social and emotional learning aligned to student needs.

Leadership

Driven by the valued Principal and leadership team, a cultural shift has placed students at the centre of all decision making. Increased leadership visibility, open community communication and development of shared vision for high quality teaching, has instilled community confidence and trust in the school to set the conditions for student success.

Commendations

The review team validate the following:

- Strong traction has been established in progressing the school's rigorous improvement agenda. Strategic directions are articulated in a clearly defined and collaboratively developed business plan and agreed 'Big Rocks' to ensure the school uses data and research to inform differentiation and teaching and learning practices with fidelity.
- A number of leadership roles are being established to support staff instruction and drive improvement. These include curriculum leadership, coaching, music program leadership and committee level leadership.
- Complex collaborative problem solving has framed change management processes in a deliberate and sequential process to identify required improvements and solutions.
- The development of an instructional framework, extensive professional learning and instructional coaching and mentoring are focused on shifting teaching practices to ensure optimal impact on student outcomes.

Recommendation

The review team support the following:

- Continue plans to develop current and future leaders in the school through professional learning and support including further opportunities to upskill teaching staff in the area of instructional coaching.

Use of resources

Working in collaboration with the Finance Committee, the Principal and manager corporate services (MCS) are considered and fiscally prudent in providing oversight of school financial management practices and processes. Transparency and efficiency are central tenets of the school's approach to resource allocation, clearly centred on maximising outcomes for students.

Commendations

The review team validate the following:

- Recognised as an integral part of the leadership team, the MCS is pivotal in ensuring financial management practices and processes are compliant with Department expectations.
- The deployment of resources for the implementation of intervention is focused on maximising student literacy development.
- Additional funds are raised by a highly active and committed P&C which are used to support school projects and initiatives, such as the purchase of literacy resources and the planned development of a nature playground.
- Reserve plans are carefully monitored and replacement planning for information and communications technology (ICT) equipment and infrastructure is contributing to the sustainability of access to ICT across classrooms.
- Strategic recruitment strategies to attract and retain staff are evident. Extensive professional learning is focused on building the capacity of new staff in agreed school practices and programs.

Recommendation

The review team support the following:

- Continue to monitor student enrolments to support the sustainability of future staffing in line with student needs.

Teaching quality

The school has significantly invested in implementing school-wide programs and approaches that foster explicit teaching. All staff have been trained in Shaping Minds and are working with commitment to embed daily reviews and engagement norms across classes. Participation in Leading Cultures of Teaching Excellence has progressed the school's journey in optimising teaching quality with a view to improving student outcomes.

Commendations

The review team validate the following:

- Whole-school programs and approaches have been implemented for literacy and numeracy including a literacy and numeracy block, Sounds-Write, Heggerty Phonemic Awareness, Prime Mathematics, Talk for Writing (Kindergarten to Year 2) and Seven Steps Writing (Year 3 to Year 6).
- Differentiation is a key focus across classrooms with adjustments made to instruction, curriculum and the learning environment targeted to students' needs.
- Aligned to the Western Australian Curriculum, scope and sequence documents have been introduced to support consistent teaching practices.
- Progressive Achievement Tests (PAT) data was used by all staff to assist in the development of a scope and sequence for English, ensuring alignment with student's learning needs.
- The school has established a number of formal opportunities to provide information to parents about student progress. This includes a portfolio of evidence of students' achievement, which is valued for its transparency and clarification of student achievement.

Recommendations

The review team support the following:

- Continue with the intent to further progress school-wide approaches to teaching reading and writing.
- Progress with the new spelling program and use data and evidence to determine program efficacy.
- Develop a whole-school framework to ensure a consistent approach to developing students' creative thinking and problem-solving skills.

Student achievement and progress

The school has established an unrelenting focus on building a collective sense of accountability for student achievement and progress. A commitment to developing whole-school processes for collecting and analysing student achievement and progress data is evident. The school recognises the importance of ongoing fine-grained data collection to identify student needs and inform classroom and whole-school decision making.

Commendations

The review team validate the following:

- A data wall outlining student's PAT achievement encourages staff discussion on student progress and supports data tracking and monitoring.
- Promoting accountability and opportunities to evaluate teaching impact and identify next steps for the improvement of student outcomes, PAT data is discussed in meetings known as PAT chats.
- The school's Early Reading Intervention has led to improved reading outcomes for identified students.
- A strong focus on the use of data to inform decision making in the early years has led to staff modifying teaching practice in line with students' needs.
- Valued by students, the student developed SMART goals for improvement are drawn from a range of information including assessments, teacher feedback, and self-reflections. These are used as a starting point to allow students to identify where they want to go and what they want to achieve.
- Staff have opportunities to participate in both internal and external moderation with network schools.

Recommendations

The review team support the following:

- Continue to build staff data literacy to pinpoint aspects of their students' learning requiring intervention and support for improvement.
- Through collaborative data analysis, identify student groups with areas for improvement and set short and medium term improvement targets.

Reviewers

Kim McCollum
Director, Public School Review

Tamara Doig
Principal, Rostrata Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools



Department of
Education

Your ref:
Our ref: D24/0818946
Enquiries

Jennifer Allsop
Principal
North Cottesloe Primary School
100 Eric Street
COTTESLOE WA 6011

Dear Jennifer

I am pleased to advise that the Public School Review of North Cottesloe Primary School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The timeframe for the next Public School Review of your school has been determined through your self-assessment submission and validated by the review team as 3 years. You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2027.

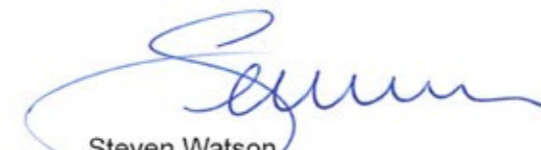
I acknowledge the efforts of you and your staff in creating the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

I understand that you have led the school through a cultural shift to place students at the heart of all decision making, prioritise quality teaching and support the development of a collective sense of responsibility for student achievement and progress. I also understand that this work together with open and transparent communication has instilled the community's trust and confidence in the school to create the conditions for student success.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely



Steven Watson
Deputy Director General, Schools

11 NOV 2024

cc Raechelle Lee, Executive Director, Strategy and Policy
Cheryl Townsend, Director of Education, North Metropolitan Education Region
Lou Zeid, Assistant Director of Education, North Metropolitan Education Region
Carolyn Press, Assistant Director of Education, North Metropolitan Education Region
Chair, School Board, North Cottesloe Primary School

Mathematics Annual Report 2024

How were we going in 2024?

As a staff, we revisited what a high performing school looks like and then followed with what we were doing to meet the requirements of a high performing school in all areas including Mathematics. We have continued our whole school journey in an agreed pedagogy, Shaping Minds. We also began a journey of consistent and connected practices throughout the school and continued to seek quality partnerships with other schools through the Shenton Network of schools, to help support our teaching staff and school leaders.

The continuation of Engagement Norms embedded into our teaching and the intentional planning in getting the students to learn each day through calm and orderly practices has filtered through to all lessons, including Mathematics.

Differentiation is now a whole school approach to planning and teaching. It has become an essential part in our whole school practice and teachers are now setting different tasks to help raise student outcomes.

How did we know?

Using direct and explicit instruction, with all staff using a common math's language and best practice strategies, this program utilised our data results and helped us to continue to work together collaboratively and within our POLs, to plan further.

The immersion of manipulatives in classrooms across all year levels has greatly helped our students to move through and further develop mathematical knowledge and practices. We are also moderating common tasks with our colleagues amongst our staff and through our like school's network. This has helped us to identify inequities and prioritise improvements in our teaching and learning strategies.

Our Mathematics is low variance teaching and the creation of a whole school Scope and Sequence has created coherence in learning, has helped teachers to identify gaps in learning and has ensured student progression and building on their skills in Mathematics. As a team, we decided that the PRIME pedagogical

model ensured that the teaching and learning of Mathematics at North Cottesloe would be measurable and develop conceptual mastery and procedural mathematics fluency.

The Teaching for Impact document has been used as our collective bible, and as a staff, are whole school planning and most importantly, using data informed practices with efficacy to strengthen our teaching and learning. Through this continued practice, a whole school ownership (Bump up Wall) has been created.

We interrogated all data including PAT, NAPLAN and Brightpath and using the results to identify patterns in learning and implement relevant changes either to individual students or to our Scope and Sequence. This allowed us evaluate program effectiveness and continue to guide our curriculum development.

What's our focus for 2025?

Our Mathematics Scope and Sequence is our safety net that all teachers have agreed to use as our whole school instructional model. We are continually adding to our Scope and Sequence, strengthening our support towards student progress and achievement in Mathematics.

In 2024, we did not meet our like schools' results in Numeracy and our target for 2025 is to match and exceed our like schools and to meet the targets of year-on-year progress. Looking ahead, the curriculum leader is continuing to coach all staff on the teaching of Prime and Mathematics, ensuring that all staff are using manipulatives when teaching, are differentiating lessons to cater for all levels of learning, using a tiered approach to teaching and learning and using the Scope and Sequence with fidelity.

We are continuing to provide opt in meetings for all teaching staff a few times per term which provides continuous upskilling and mentoring opportunities. Our students are informed on their progress through continual feedback from teachers using clear communication giving all our students an opportunity to set themselves personal goals for future learning.

Andrea Harris

Mathematics Curriculum Leader

Numeracy Year 3 2024

Number of students with a Test Score

	School Year 3 Numeracy	
	2023	2024
Total Students	45	45

*Like Schools are determined by ICSEA (Index of Community Socio-Educational Advantage). NCPS's ICSEA in 2024 was 1170 and our data was compared to all other band 1 schools (Like Schools).

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy					
		School		*Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	493 and above	22%	27%	30%	28%	11%	8%
Strong	378 - 492	62%	60%	56%	59%	50%	50%
Developing	311 - 377	13%	13%	11%	11%	24%	27%
NAS	310 and below	2%	0%	3%	3%	14%	13%

Numeracy Year 5 2024

Number of students with a Test Score

	School Year 5 Numeracy	
	2023	2024
Total Students	35	32

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	577 and above	17%	25%	34%	37%	11%	11%
Strong	451 - 576	74%	75%	57%	57%	53%	53%
Developing	386 - 450	9%	0%	7%	4%	23%	23%
NAS	385 and below	0%	0%	2%	2%	12%	12%

English Annual Report 2024

At North Cottesloe Primary School (NCPS), we are committed to quality teaching and learning, and ensuring our students are able to achieve the best Literacy outcomes possible. Our whole school approach to teaching Literacy shows our understanding and commitment to best practice and using research to ensure the best for our students.

How were we going in 2024?

In 2023, NCPS commenced a new, researched based, explicit direct instruction focus across all learning areas. This included the implementation of new explicit instruction pedagogy, Shaping Minds training and the use of engagement norms, which continued to be developed throughout 2024. In 2024, curriculum leaders, with support from all teaching staff, began planning and creating an English Scope and Sequence based on year level curriculum as outlined by the School Curriculum and Standards Authority (SCSA). Throughout 2024, we looked at developing a connected practice, with low variance between classrooms, including programs used by the school, as well as lesson design and quality teaching coaching.

How do we know?

Throughout 2024, the Scope and Sequence was refined to better align with the evolving needs of our students through the use of data analysis. As part of this process, we focused on further upskilling teachers in the effective use of new resources such as Educeri, ensuring fidelity to the Scope and Sequence, maintaining instructional pace and rigor, and designing high-quality lessons grounded in explicit lesson design. Based on ongoing feedback and insights from the English Working Group, we have decided to continue utilising an English Scope and Sequence in 2025. This will be further enhanced through comprehensive mapping and data-driven decision-making, ensuring that all students at NCPS have access to a high-quality education.

NAPLAN data indicated that while we performed above the national mean in all areas of Literacy, we did not achieve our goal of matching the performance of like schools across all areas in 2024. Average scores at NCPS were lower in both Years 3 and 5, with more significant gaps evident in the Year 5 data. Following a thorough analysis of these results, NCPS plans to implement several strategic adjustments for 2025, including a refinement of the writing program, the introduction of a whole-school spelling program, and a comprehensive revision of the English Scope and Sequence.

What's our focus for 2025?

In 2025, our students will be supported by a comprehensive whole-school English Scope and Sequence document, designed to ensure consistency and excellence in teaching and learning across all classrooms. At NCPS, our staff are deeply committed to delivering high-quality instruction with minimal variance between classrooms, a goal made possible through the development of our English Scope and Sequence and our sustained focus on explicit instruction in recent years.

Each classroom implements high-impact teaching and learning programs, exposing students to a diverse range of literature and evidence-based literacy strategies. Our current whole-school Scope and Sequence encompasses Vocabulary, Grammar and Punctuation, Reading Comprehension, Sentence Writing, and Genre Writing, each with a dedicated weekly focus. These areas are reinforced through Literacy Daily Reviews, fostering content mastery, systematic revision, and long-term retention of key concepts. Students are provided with frequent opportunities to revisit and consolidate previously learned material, strengthening their ability to transfer knowledge from long-term to working memory. Additionally, NCPS will continue to implement key literacy programs in 2025, including Talk for Writing in Pre-Primary to Year 2 and Seven Steps to Writing in Years 3–6. These initiatives further enhance our structured approach to writing, ensuring students develop strong, foundational literacy skills throughout their schooling.



In 2025, we are going to begin Spelling Mastery in Years 1–6, an explicit instruction and evidence based spelling program where our students will be streamed in ability groups, to receive high quality instruction based on their individual needs and to assist our students in being achieving success within their learning.

Quality assessments are a fundamental component of our teaching and learning programs, providing valuable insights into student progress and informing instructional decisions. In 2025, we are committed to systematically collecting and analysing data to measure student growth and achievement, allowing us to make targeted adjustments that enhance learning outcomes. A range of assessments will be conducted and thoroughly examined throughout the year, including Brightpath writing assessments, PAT Reading, PAT Spelling, PAT Grammar and Punctuation, PAT Vocabulary, YARC Reading Assessments, phonics assessments in the lower years, and NAPLAN. Our overarching goal for 2025 is to align our NAPLAN performance with that of like schools, and we are confident that our rigorous, evidence-based teaching and learning programs will drive us toward this target.

Analysis of 2024 data, particularly PAT and NAPLAN results, has highlighted a key goal for 2025: leveraging our expertise in high-quality differentiated teaching and learning. Our focus will be on setting clear, individualised goals for students and ensuring that every learner at NCPS receives targeted instruction tailored to their specific needs. Whether through additional support or opportunities to extend and challenge students, we are committed to fostering critical thinking, problem-solving, and reasoning skills. By using data-driven insights to refine our approach, we will continue to provide a learning environment where all students can thrive and reach their full potential.

Jody McTaggart

English Curriculum Leader

Grammar & Punctuation Year 3 2024

Number of students with a Test Score

	School Year 3 Grammar & Punctuation	
	2023	2024
Total Students	45	45

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Grammar & Punctuation					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	523 and above	16%	24%	23%	26%	8%	9%
Strong	404 - 522	56%	49%	54%	52%	42%	40%
Developing	312 - 403	27%	22%	18%	17%	30%	28%
NAS	311 and below	2%	4%	5%	5%	18%	21%

Reading Year 3 2024

Number of students with a Test Score

	School Year 3 Reading	
	2023	2024
Total Students	45	45

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	481 and above	29%	47%	37%	42%	16%	16%
Strong	368 - 480	58%	38%	49%	44%	45%	44%
Developing	282 - 367	7%	11%	12%	10%	24%	22%
NAS	281 and below	7%	4%	3%	4%	14%	16%

Grammar & Punctuation Year 5 2024

Number of students with a Test Score

	School Year 5 Grammar & Punctuation	
	2023	2024
Total Students	35	32

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	582 and above	20%	25%	35%	41%	13%	12%
Strong	470 - 581	71%	63%	52%	49%	46%	48%
Developing	397 - 469	9%	9%	12%	8%	26%	24%
NAS	396 and below	0%	3%	1%	2%	14%	14%

Reading Year 5 2024

Number of students with a Test Score

	School Year 5 Reading	
	2023	2024
Total Students	35	32

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	555 and above	49%	47%	42%	47%	18%	17%
Strong	448 - 554	51%	41%	50%	44%	51%	48%
Developing	377 - 447	0%	9%	7%	7%	18%	21%
NAS	376 and below	0%	3%	1%	2%	11%	13%

Spelling Year 3 2024

Number of students with a Test Score

	School Year 3 Spelling	
	2023	2024
Total Students	45	45

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Spelling					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	489 and above	24%	18%	35%	32%	15%	14%
Strong	380 - 488	58%	58%	46%	50%	42%	44%
Developing	294 - 379	18%	24%	17%	16%	28%	27%
NAS	293 and below	0%	0%	2%	2%	13%	14%

Reading Year 3 2024

Number of students with a Test Score

	School Year 3 Writing	
	2023	2024
Total Students	45	45

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	503 and above	22%	18%	25%	26%	9%	7%
Strong	370 - 502	76%	80%	70%	68%	65%	66%
Developing	296 - 369	2%	2%	4%	5%	14%	17%
NAS	295 and below	0%	0%	2%	1%	10%	9%

Spelling Year 5 2024

Number of students with a Test Score

	School Year 5 Spelling	
	2023	2024
Total Students	35	32

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Spelling					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	553 and above	34%	38%	44%	45%	20%	19%
Strong	451 - 552	46%	44%	46%	44%	48%	46%
Developing	378 - 450	20%	19%	8%	8%	20%	21%
NAS	377 and below	0%	0%	2%	3%	11%	11%

Reading Year 5 2024

Number of students with a Test Score

	School Year 5 Writing	
	2023	2024
Total Students	35	32

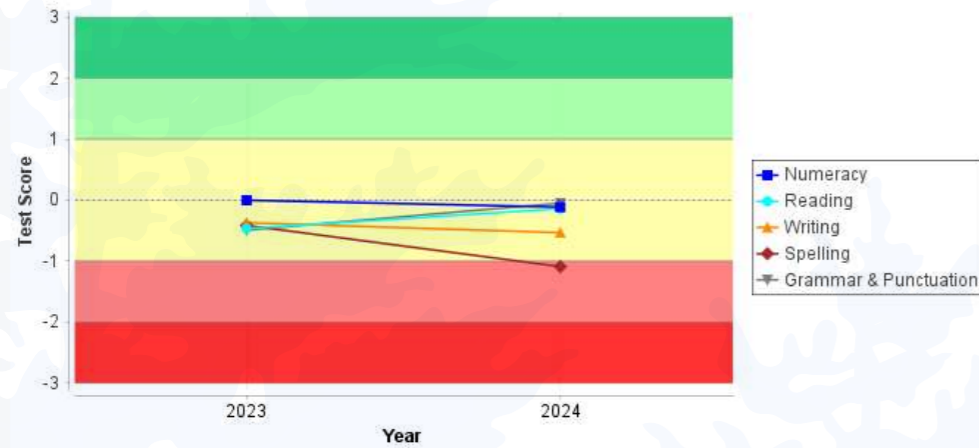
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	570 and above	14%	16%	27%	32%	10%	9%
Strong	455 - 569	71%	72%	63%	58%	54%	53%
Developing	385 - 454	11%	9%	9%	8%	22%	25%
NAS	384 and below	3%	3%	1%	2%	12%	11%

Comparative Performance for Year 3

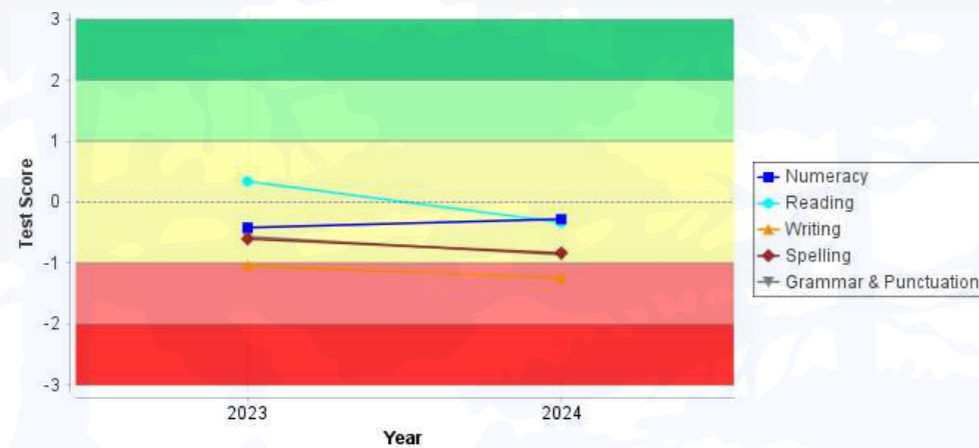
Year 3	Performance		Students	
	2023	2024	2023	2024
Numeracy	0.0	-0.1	45	45
Reading	-0.5	-0.1	45	45
Writing	-0.4	-0.5	45	45
Spelling	-0.4	-1.1	45	45
Grammar & Punctuation	-0.5	0.0	45	45

- Above Expected - more than one standard deviation above the predicted school mean.
- Expected - within one standard deviation of the predicted school mean.
- Below Expected - more than one standard deviation below the predicted school mean.



Comparative Performance for Year 5

Year 5	Performance		Students	
	2023	2024	2023	2024
Numeracy	-0.4	-0.3	35	32
Reading	0.3	-0.3	35	32
Writing	-1.0	-1.2	35	32
Spelling	-0.6	-0.8	35	32
Grammar & Punctuation	-0.6	-0.9	35	32



NAPLAN Comparative Performance Summary

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	0.0	-0.1	-0.4	-0.3
Reading	-0.5	-0.1	0.3	-0.3
Writing	-0.4	-0.5	-1.0	-1.2
Spelling	-0.4	-1.1	-0.6	-0.8
Grammar & Punctuation	-0.5	-0.0	-0.6	-0.9



How were we going in 2024?

North Cottesloe Primary School has made significant strides in enhancing the cohesiveness and effectiveness of our teaching practices. Historically, the Early Years Philosophy lacked definition, but our educative journey towards embedding whole-school practices has transformed the teaching environment. By adopting the principles of the Science of Learning, we are working to ensure consistency and quality across classrooms. Teachers now engage in collaborative planning, peer observations, coaching and discussions around pedagogy, aligning their approaches with our goal of creating happy and successful learners. This has strengthened the balance between explicit teaching and higher-order thinking, ensuring both approaches complement each other to support students' developmental needs.

How did we know?

We evaluate our progress through evidence gathered from collaborative observations, feedback from staff and parents, student academic data and reflections during professional development sessions. Peer observations and coaching have revealed increasing alignment in teaching practices, with greater consistency in lesson delivery across early childhood classrooms. Feedback from families reflects their confidence in our approach, highlighting the visible impact of our unified pedagogy on student outcomes.

The transition to a structured, calm, and orderly learning environment has supported student engagement and achievement, further validating our focus on low variance in teaching practices. Students understand expectations, fostering a sense of ownership over their achievements. Additionally, the culture among teachers has shifted positively, with staff expressing greater satisfaction in their work. Parents regularly provide positive feedback—verbally or via email—commending the school's clear whole-school language, direction, teaching quality, and focus on student success and happiness.

What's our focus for 2025?

Moving forward, we plan to continue refining our scope and sequence documents in Literacy and Numeracy, which encapsulate the 'North Cott way.' A priority will be embedding reflective practices into daily teaching and expanding evidence-based instructional methods. We aim to strengthen our teachers' capacity to differentiate instruction and integrate higher-order thinking. These practices will be explored and articulated further to ensure alignment with the school's overarching philosophy.

Continued professional learning in engagement norms, daily reviews, and explicit teaching—delivered by our in-school Literacy and Numeracy coaches—will ensure educators feel confident and supported. Furthermore, we will prioritise building stronger connections between early childhood and upper primary years, fostering a seamless transition for students as they progress through their schooling. Additional emphasis will also be placed on developing resources and learning environments that align with our shared philosophy, while prioritising student well-being.

North Cottesloe Primary School remains committed to creating a learning culture that values collaboration, continuous improvement, and success for every child.

Morgan Shaw

Deputy Principal

Working alongside our whole school English and Mathematics Scope and Sequence, are the foundations of research based, explicit instruction, engagement norms, quality coaching and whole school norms which enable our students to learn successfully in calm and orderly classrooms.

How were we going in 2024?

In 2023 and 2024, NCPS focussed on creating whole school policies, procedures and norms that will aid in our goal of consistent and connected practice throughout the school. The introduction of the explicit model of teaching through Shaping Minds has helped to shape our practice and continue our goal of low variation in our classrooms. This research based approach to teaching and learning includes breaking down learning objectives, providing clear explanations, models and examples, providing quality and timely feedback, giving students ample time to consolidate their learning and practice each concept until they reach independence. All teachers, from K-Year 6, including specialist teachers such as Music, Art, French and Sport value and follow this evidence based approach, which will continue in 2025.

How did we know?

To drive continued growth in 2024, NCPS implemented high-quality teaching coaching through staff trained in Shaping Minds Instructional Coaching. Throughout the year, teachers deepened their expertise in explicit instruction while fostering a school culture centred on collaboration, open classrooms, and shared best practices. This approach enabled educators to observe, demonstrate, and reflect on effective teaching strategies, enhancing instructional consistency and professional growth. The establishment of a strong coaching culture has been instrumental in improving fidelity, common practice, and low-variance teaching across classrooms. Given its success, this model will continue in 2025, ensuring ongoing professional development and the highest quality teaching and learning for our students.

What's our focus for 2025?

In 2025, all staff will continue to receive targeted coaching in Literacy, Numeracy, explicit teaching practices, and whole-school engagement norms. This ongoing professional development will be led by our Curriculum Leaders, Deputy Principal, and Principal, ensuring a consistent and research-based approach to teaching and learning. At NCPS, we are committed to fostering a culture of continuous improvement, where educators actively observe best practices, reflect on their instruction, and refine their strategies. This dedication to professional growth allows us to maintain high-quality teaching and learning across all classrooms while ensuring consistency and low variance in instructional delivery.

In 2025, NCPS will continue to prioritise building a strong foundation for higher learning and future success for all students, underpinned by our whole-school engagement norms, which will be implemented consistently across classrooms from Kindy to Year 6. We place great importance on fostering skills such as collaboration, peer cooperation, and the ability to communicate effectively. Our students will be encouraged to speak in full sentences, receive immediate feedback through the use of whiteboards, and develop into clear and confident speakers through the Stand and Deliver approach. In addition to these core skills, other key engagement norms for 2025 will include dedicated non-interruption time, calm and orderly classroom environments, and purposeful morning routines and activities. These practices reflect the value NCPS places on quality teaching and learning, minimizing distractions, and ensuring that our students remain active, focused, and engaged in their learning journey.

Jody McTaggart

English Instructional Coach

National Quality Standard 2024

Quality Area	Auditor	Verifier
Quality Area 1 Educational program and practice	M	WT
Quality Area 2 Children's health and safety	M	M
Quality Area 3 Physical environment	M	M
Quality Area 4 Staffing arrangements	M	M
Quality Area 5 Relationships with children	M	M
Quality Area 6 Collaborative partnerships with families and communities	M	M
Quality Area 7 Governance and leadership	M	M

M	Meeting
WT	Working Towards

Quality Area 1 - The NQS verification visit in 2024, identified NCPS needed to provide a wider range of authentic opportunities for student voice, and this is our priority focus for 2025.

Attendance Overall 2024

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	92.4%	91.5%	88.3%	81.9%	89.3%	69.5%	92.4%	91.5%	86.6%
2023	93.6%	92.7%	90.3%				93.6%	92.6%	88.9%
2024	93.6%	93.3%	91.0%				93.6%	93.3%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	74.5%	20.9%	3.7%	0.9%
2023	80.7%	16.7%	2.6%	0.0%
2024	84.6%	13.0%	1.5%	0.9%
Like Schools 2024	78.8%	17.6%	2.9%	0.7%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

Student Numbers as at 2024 Semester 2

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(16)	57	44	60	48	42	31	36	334
Part Time	31								

	Kin	PPR	Pri	Sec	Total
Male	19	34	125		178
Female	12	23	136		171
Total	31	57	261		349

	Kin	PPR	Pri	Sec	Total
Aboriginal					
Non-Aboriginal	31	57	261		349
Total	31	57	261		349

Destination Schools Year 6 2024

Destination Schools	Male	Female	Other	Total
4168 Shenton College	14	5		19
1122 St Hilda's Anglican Sch - Girls		7		7
1041 Christ Church Grammar School	5			5
1171 Scotch College	3			3
1193 Hale School	2			2
1147 Presbyterian Ladies College		2		2
1121 Iona Presentation College		1		1
1396 Kennedy Baptist College	1			1

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	23	18.9	0
Total Teaching Staff	23	18.9	0
Allied Professionals			
Clerical / Administrative	2	2.0	0
Other Allied Professionals	6	5.2	0
Total Allied Professionals	8	7.2	0
Total	33	28.1	0



		Cumulative December
Kindergarten		
Voluntary contributions requested	RM Billing	\$2,220
Voluntary contributions collected	RM Billing	\$1,635
Voluntary contributions collection rate		73.65%
Pre-Primary		
Voluntary contributions requested	RM Billing	\$3,720
Voluntary contributions collected	RM Billing	\$3,307
Voluntary contributions collection rate		88.90%
Primary (Years 1-6)		
Voluntary contributions requested	RM Billing	\$16,260
Voluntary contributions collected	RM Billing	\$14,905
Voluntary contributions collection rate		91.67%
Combined Voluntary contributions collection rate (K-6)		89.40%

Student-Centred Funding - 2024

Student-Centred Funding - 2024

Per Student Funding	\$ 2,996,816.00
Student and School Characteristics	\$ 409,833.77
Disability Adjustments	\$ 0.00
Targeted Initiatives	\$ 93,091.49
Operational Response Allocation	\$ 19,753.22
Regional Allocation	\$ 0.00
Total 2024	\$ 3,519,494.48

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	27	0	\$147,636.00
Pre-primary	57	0	\$541,500.00
Year 1	45	0	\$427,500.00
Year 2	59	0	\$560,500.00
Year 3	47	0	\$446,500.00
Year 4	43	0	\$341,334.00
Year 5	31	0	\$246,078.00
Year 6	36	0	\$285,768.00
Total	345	0	\$2,996,816.00

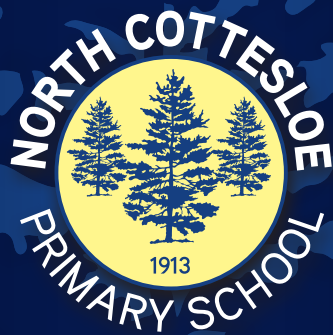
Student & School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	0.00	\$0.00
Disability	2.00	\$78,032.00
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	4.70	\$3,743.77
Sub Total		\$81,775.77
School Characteristics		
Enrolment-Linked Base		\$328,058.00
Locality		\$0.00
Sub Total		\$328,058.00

Student-Centred Funding - 2024

	Amount
Targeted Initiative: Additional Educational Adjustment	\$1,808.48
Targeted Initiative: Additional support for delivery of mental health programs	\$12,753.51
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Preschool Reform Agreement	\$29,511.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$24,201.27
Total	\$93,091.49





Inspiring a passion for learning